

# SCORING RUBRIC FOR LEARNING IN DEED (LID) MODELS OF INSTITUTIONALIZATION 2000—2002

## Section 1. Policy

Presents a Case that Institutionalization Has Occurred	Presents a Case for Being Institutionalized in Two Years	Presents an Adequate Case Regarding Movement Toward Institutionalization	Presents a Limited Case Regarding Movement Toward Institutionalization
<p><b>1. Demonstrated Success &amp; Vision</b> Very convincing, detailed evidence demonstrates exceptional success with service-learning in the past 5+ years. An overview of the current initiative demonstrates that service-learning is clearly institutionalized through policies that reflect the definition of service-learning and the recommendations of the Report of the Superintendent's Service-Learning Task Force. Young people and collaborative partners are involved in continuously improving the partnership.</p>	<p>Evidence demonstrates superior success with service-learning in the past 5+ years. A general overview of the current initiative highlights strengths of the existing partnership, very clearly shows how the partnership will build on prior knowledge and experience, and demonstrates the partnership's ability to become fully institutionalized by 2002. Young people and collaborative partners are involved in moving the partnership toward institutionalization.</p>	<p>Evidence demonstrates adequate success with service-learning in the past 5+ years. A general overview of the current initiative highlights the strengths of partnership, adequately shows how the partnership will build on prior knowledge and experience, and adequately indicates the partnership's commitment to institutionalization by 2002. There is adequate evidence that young people and collaborative partners have been involved in shaping a vision to become institutionalized.</p>	<p>Evidence demonstrates limited success with service-learning in the past 5+ years. A general overview of the current initiative highlights the strengths of partnership, provides limited information about how the partnership will build on prior knowledge and experience, and indicates a limited commitment by the partnership to become institutionalized by 2002. There is limited evidence that young people and collaborative partners have been involved in shaping a vision to become institutionalized.</p>
<p><b>2. School Board Policy</b> The school board has adopted and is implementing a policy that supports service-learning as a teaching and learning strategy.</p>	<p>The school board has developed a policy to promote service-learning as a teaching and learning strategy, but it is not yet fully implemented.</p>	<p>The school board is exploring the concept of a policy as a teaching and learning strategy.</p>	<p>There is little or no discussion about a school board policy as a teaching and learning strategy.</p>
<p><b>3. Linkages to Existing District Goals</b> Service-learning is well integrated into the district's educational goals, policies, or plans (standards, school board policies, IASA local improvement plan, school plans), and to other educational efforts such as School to Career, Healthy Start, After-School programs, Safe School and Violence Prevention programs in the partnership.</p>	<p>Service-learning is clearly linked to the district educational goals, policies, or plans. Evidence clearly demonstrates service-learning is linked to broader educational goals (standards, school board policies, IASA local improvement plan, school plans), and to other educational efforts such as School to Career, Healthy Start, After-School programs, Safe School and Violence Prevention programs.</p>	<p>Service-learning is adequately linked to the district's educational goals, policies, or plans. Adequate evidence shows service-learning is linked to broader educational goals (standards, school board policies, IASA local improvement plan, school plans), and to other educational efforts.</p>	<p>Service-learning has limited linkages to district educational goals, policies, or plans. Evidence shows service-learning has limited links to broader educational goals, standards, school board policies, IASA local improvement plan, school plans, or to other educational efforts.</p>
<p><b>4. Advisory Committee.</b> The advisory committee is institutionalized, is actively making recommendations, and is committed to the long-term use of service-learning as a teaching/ learning strategy. All stakeholders' perspectives are reflected on the committee.</p>	<p>The advisory committee is clearly described and strongly committed to the partnership becoming institutionalized by 2002. It is starting to become an active group. There is very convincing evidence that all stakeholders' perspectives are reflected on the committee.</p>	<p>The advisory committee is described adequately and appears to be committed to the partnership becoming institutionalized by 2002. There is adequate evidence that most stakeholders' perspectives are reflected on the committee.</p>	<p>The advisory committee is briefly described and there is limited evidence of a commitment to becoming institutionalized by 2002. Limited stakeholders' perspectives are reflected on the committee.</p>

## Section 2. Practice

Presents a Case that Institutionalization Has Occurred	Presents a Case for Being Institutionalized in Two Years	Presents an Adequate Case Regarding Movement Toward Institutionalization	Presents a Limited Case Regarding Movement Toward Institutionalization
<b>1. Curricular Design.</b> Service activities in the curriculum flow from an insightful analysis of community needs. Youth-identified community needs are clearly linked to the district's content standards. Youth voice and community involvement are institutionalized within the district's service-learning activities. Real community needs are met through the service-learning activities.	There is a clear description of how the integration of service activities into the curriculum flows from an insightful analysis of community needs. A detailed process is in place to ensure that service-learning is based on the federal definition. Youth-identified community needs are clearly linked to the district's content standards. A clear description of the community partners' role in this work is presented. The result of these efforts demonstrates that service-learning will be institutionalized in 2 years.	An adequate description of how the integration of service activities into the curriculum flows from an insightful analysis of community needs is given. An adequate process is in place to ensure that service-learning is based on the federal definition. Youth-identified community needs are adequately linked to the district's content standards. An adequate description of the community partners' role is presented.	There is a limited description of how service integration into the curriculum flows from an analysis of community needs. A limited process is in place to ensure that service-learning is based on the federal definition. Youth-identified community needs are linked to the district's content standards in a limited way. There is a limited description of the community partners' role.
<b>2. Intensity and Duration of Service-Learning.</b> Most teachers consistently use service-learning as a method of achieving curriculum standards. The service activities are clearly linked to the curriculum and evolve over time. Most students clearly recognize that the service activities enhance what they are learning in class.	Many teachers use service-learning as a method of achieving curriculum standards. The service activities are often linked to the curriculum and evolve over time. Many students are likely to recognize that the service activities relate to what they are learning in class.	Teachers sometimes use service-learning as a method of achieving curriculum standards. The service activities are sometimes linked to the curriculum. Some students are likely to recognize that the service activities relate to what they are learning in class.	A limited number of teachers use service-learning as a method of achieving curriculum standards. The service activities are not often linked to the curriculum. Few students are likely to recognize that the service activities relate to what they are learning in class.
<b>3. Civic Responsibility.</b> The young people and adults in the partnership are demonstrating the value of being civically responsible and understand how the service activities contribute to that mission.	Very clear evidence from the past 5+ years about service-learning and students' civic responsibility is presented. The partnership is building on the current initiative to foster all students' sense of civic responsibility.	Some evidence from the past two years about service-learning and civic responsibility is presented. An adequate description of how the partnership will build on the current initiative to foster students' sense of civic responsibility is given.	Limited evidence about students' civic responsibility is given. A limited description of how the partnership will foster students' sense of civic responsibility is given.
<b>4. Reflection.</b> Reflection is institutionalized within the partnership. There is a very detailed clear description of various opportunities that are provided to youth and adults to reflect on their service experiences. Very clear examples highlight that structured time for reflection is currently being provided.	There is a detailed clear description of various opportunities that will be provided to youth and adults to reflect on their service experiences. Clear examples highlight that structured time for reflection is currently being provided.	There is an adequate description of the opportunities that will be provided to youth and adults to reflect on their service experiences. Examples highlight that structured time for reflection is currently being provided.	There is a limited description of the opportunities for youth and adults to reflect on their service experiences. Examples fail to show that reflection is now being done.
<b>5. Public Relations.</b> Strong public relations are present to maintain community relationships and support for service-learning. There is strong evidence that the local evaluation results garner support for service-learning. Recognition of accomplishments/ contributions of all students as well as key stakeholders is taking place. Service-learning activities are routinely publicized within the school and community.	A very detailed public relations plan for building relationships in the community and garnering additional support for service-learning is presented. There is very clear evidence that local evaluation results have been used to garner support for service-learning. There is a very detailed plan for activities that recognize the accomplishments/contributions of all students as well as key stakeholders. The public relations plan will be implemented within 2 years.	An adequate public relations plan for building relationships in the community and garnering additional support for service-learning is presented. There is adequate evidence that the local evaluation results have been used to garner support for service-learning.	A brief public relations plan for service-learning is presented. There is limited evidence that the local evaluation results years have been used to garner support for service-learning.

## Section 3. Capacity

Presents a Case that Institutionalization Has Occurred	Presents a Case for Being Institutionalized in Two Years	Presents an Adequate Case Regarding Movement Toward Institutionalization	Presents a Limited Case Regarding Movement Toward Institutionalization
<b>1. Initiative Coordination</b> There is strong leadership coordinating this partnership and a successful staffing strategy has been in place. Experience with service-learning is a desired qualification in staff recruitment and selection both in schools and with community partners.	There is strong leadership coordinating this partnership. A very clear detailed description of viable staffing strategies to successfully coordinate the service-learning efforts is provided regarding movement toward institutionalization.	There is adequate evidence of viable leadership capacity to coordinate this partnership. An adequate description of staffing strategies to coordinate the service-learning efforts is provided.	There is limited evidence of the leadership capacity to coordinate this partnership. A limited description of strategies to coordinate the service-learning efforts is provided.
<b>2. Professional Development Plan</b> There is evidence that Service-learning is institutionalized within the district's comprehensive professional development plan. A process to identify the training and technical assistance (T&TA) needs for all who participate in service-learning is evident.	It is very clear that service-learning training is linked to other professional development in the partnership. A very detailed description of the ongoing process to identify the training and technical assistance (T&TA) needs for all who participate in service-learning is provided so that it will be institutionalized in 2 years.	Service-learning training is adequately linked to other professional development in the partnership. An adequate description of the process to identify T&TA needs is provided.	The timeline is missing. It is unclear if service-learning training is linked to other professional development. A sketchy description of the process to identify T&TA needs is provided.
<b>3. Collaborative Training Opportunities</b> Service-learning is an institutionalized component of training and cross training within the partnership. Training opportunities are designed in collaboration with community agencies, county offices of education, institutions of higher education, Community of Promise activities, other streams of service. Viable connections foster joint professional development activities.	There is very convincing evidence that training opportunities are designed in collaboration with community agencies, county offices of education, institutions of higher education, Community of Promise activities, other streams of service. Very convincing evidence shows that viable connections have been made to foster joint professional development activities which will result in institutionalization in 2 years.	There is adequate evidence that training opportunities are designed in collaboration with community agencies, county offices of education, institutions of higher education, Community of Promise activities, other streams of service. Evidence shows that adequate connections have been made for joint professional development activities.	There is limited evidence that training opportunities are designed in collaboration with county offices of education, institutes of higher education, community agencies, other streams of service. Evidence shows few, if any, attempts have been made for joint activities.
<b>4. Community Support for Service-Learning</b> The service-learning partnership has become a recognized institution within the community and is respected as a venue for meeting community needs while improving teaching and learning.	Convincing evidence of broad-based school district and community support and participation in the service-learning initiative is provided. There is very convincing evidence that the partnership will continue to expand and sustain service-learning by building on other school and community initiatives, and will be institutionalized in 2 years.	Adequate evidence of broad-based school district and community support and participation in the service-learning initiative is provided. There is adequate evidence that the partnership will continue to expand and sustain service-learning by building on other school and community initiatives.	Evidence of broad-based school district and community support and participation in the service-learning initiative is limited. There is limited evidence that the partnership will continue to expand and sustain service-learning by building on other school and community initiatives.
<b>5. Financial Support.</b> There is funding within the district and community that supports the institutionalization of service-learning.	There is a reasonable plan for financial funding support for service-learning, such that LID support will no longer be needed in 2 years.	There is adequate evidence of financial support for service-learning.	There is limited evidence of financial support for service-learning.

## Section 4. Overall Coherence and Merit of the Application

Presents a Case that Institutionalization Has Occurred	Presents a Case for Being Institutionalized in Two Years	Presents an Adequate Case Regarding Movement Toward Institutionalization	Presents a Limited Case Regarding Movement Toward Institutionalization
The application makes a compelling case for current institutionalization. The partnership has a strong districtwide service-learning initiative in place. The application clearly demonstrates strong policies that support service-learning, clearly embedded practices that sustain service-learning as a teaching and learning strategy, and the respected leadership and capacity to ensure that service-learning will remain institutionalized. It is clear that the needs and interests of all key stakeholders are addressed.	The application makes a compelling case for being institutionalized within two years. The partnership is moving toward strong districtwide service-learning initiative. The application demonstrates policies that support service-learning, practices that sustain service-learning as a teaching and learning strategy, and the capacity to ensure that service-learning will become institutionalized within two years. It is clear that the needs and interests of most key stakeholders are currently addressed.	The application is adequate and cohesive. The partnership appears adequately prepared to take on the challenge of a districtwide initiative that will benefit most of the key stakeholders. The application adequately demonstrates that some parts of the program are related to and supportive of the other parts. There is adequate evidence of commitment and capacity to implement the service-learning activities described in this application. The budget adequately reflects the program and organizational capacity described.	The application is disjointed. The partnership is prepared in only a limited way to take on the challenge of a districtwide initiative that will benefit key stakeholders. The application demonstrates that only some parts of the program are related to and supportive of the other parts. There is limited evidence of commitment and capacity to implement the service-learning activities described in this application. The budget reflects the program and organizational capacity described in a limited way.

## Section 5. Track Record of the Partnership

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<p><b>CalServe Reporting Requirements.</b> The partnership has always completely fulfilled the commitments expected of CalServe grantees. Required reports (semi-annual reports, renewal applications, evaluations, mid-year financial, and annual close-out reports) have always been submitted to CDE accurately and in a timely fashion.</p> <p>Financial reports have shown that the partnership has consistently maximized the use of CalServe funding to provide a rich service-learning program that is institutionalized in the district.</p> <p>The partnership has been found to be in compliance through the Coordinated Compliance Review process, and was commended for its service-learning practices.</p>	<p>The partnership has fulfilled the commitments expected of CalServe grantees. Required reports (semi-annual reports, renewal applications, evaluations, mid-year financial, and annual close-out reports) have often been submitted to CDE accurately and in a timely fashion.</p> <p>Financial reports have shown that the partnership has used all the CalServe funding to provide a service-learning program that is moving toward institutionalization.</p> <p>The partnership was found to be in compliance through the Coordinated Compliance Review process.</p>	<p>The partnership has not fulfilled all the commitments expected of CalServe grantees. Required reports (semi-annual reports, renewal applications, evaluations, mid-year financial, and annual close-out reports) have been submitted to CDE.</p> <p>Financial reports have shown that the partnership has used much of the CalServe funding to provide an adequate service-learning program, and has returned some of the CalServe funding.</p> <p>The partnership participated in a Coordinated Compliance Review, and if non-compliant items were found, they were efficiently and quickly resolved.</p>	<p>The partnership has not fulfilled all the commitments expected of CalServe grantees. Required reports (semi-annual reports, renewal applications, evaluations, mid-year financial, and annual close-out reports) have been submitted to CDE on a limited basis.</p> <p>Financial reports have shown that the partnership has used limited amounts of CalServe funding to provide a service-learning program that is still developing, and has returned some of the CalServe funding.</p> <p>The partnership participated in a Coordinated Compliance Review, and if non-compliant items were found, they were resolved.</p>
<p><b>CalServe Meetings.</b> The CalServe Coordinator or another representative(s) of the partnership has consistently participated in CalServe Coordinator Meetings and any other special meetings or workshops requested by CalServe. The partnership has consistently sent a full team of representatives to the Summer Institutes.</p>	<p>The CalServe Coordinator or another representative(s) of the partnership have consistently participated in CalServe Coordinator Meetings and any other special meetings or workshops requested by CalServe. The partnership has consistently sent a team of representatives to the Summer Institutes.</p>	<p>The CalServe Coordinator or another representative(s) of the partnership has participated in CalServe Coordinator Meetings and any other special meetings or workshops requested by CalServe. The partnership has sometimes sent a team of representatives to the Summer Institutes.</p>	<p>The CalServe Coordinator or another representative(s) of the partnership has rarely participated in CalServe Coordinator Meetings and any other special meetings or workshops requested by CalServe. The partnership has rarely sent representatives to the Summer Institutes.</p>